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A Report of the Elementary Guidance Workshops
Conducted by the Office of the Superintendent
of Public Instruction, Spring, 1969

September 18, 1969

State of Montana
Office of the Superintendent
of Public Instruction
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F1901-431.200-9/69



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FOREWORD

The State Superintendent of Public Instruction expresses her appreciation to the many persons who contributed to the success of these workshops. Included are those individuals who helped plan the workshops and made arrangements for local facilities; those who served as consultants; and particularly those who attended the workshops.

TABLE OF CONTENTS

I. INTRODUCTION	1
II. SUMMARY OF WORKSHOP TOPICS	2
A. Status of Elementary Counseling and Guidance Programs	2
B. The Elementary School Counselor Views the Guidance Program	3
C. The Parent Views the Guidance Responsibilities of the Home and School	4
III. RESPONSES BY WORKSHOP PARTICIPANTS TO THE ELEMENTARY GUIDANCE OPINIONNAIRE	4
A. Purpose of the Opinionnaire	4
B. Summary	5
1. Orientation Services	5
2. Appraisal Services	6
3. Group Testing	6
4. Records	7
5. Informational Services	8
6. Planning Services	8
7. Referral Services	9
8. Adjustment Services	9
9. Services to Parents	10
10. Services to Staff	11
11. Evaluation and Research	11

I. INTRODUCTION

During the spring of 1969, the Office of the Superintendent of Public Instruction conducted four elementary guidance workshops held at Kalispell, Butte, Miles City and Wolf Point.

The major workshop objectives were to:

1. disseminate information about the status of elementary counseling and guidance programs at the state and national levels;
2. elicit ideas from teachers, counselors, parents, counselor-educators and county superintendents about the guidance, counseling and testing needs of elementary school children;
3. provide an opportunity for the workshop participants to explore the role and preparation of the elementary school counselor;
4. obtain perceptions of workshop participants toward those items on the Elementary Guidance Opinionnaire pertaining to guidance responsibilities in the elementary school;
5. summarize the discussions and workshop activities in a report and make it available to persons attending the conference.

The information obtained from these workshops will be valuable for planning future conferences, workshops and clinics and for developing prospective guidelines for elementary guidance programs as requested by the Montana Department of Elementary School Principals. This Association adopted resolutions at its 1968 and 1969 conventions urging the development of such guidelines. In summary the resolutions are:

"WHEREAS the M.D.E.S.P. went on record through a resolution passed at its 1968 convention recommending that public elementary school personnel, State Department personnel, appropriate college and university personnel, and professional organizations work together to establish guidelines for appropriate elementary school guidance programs;

BE IT FURTHER RESOLVED that in order to lend added impetus to the implementation of the study of this program and setting up the necessary guidelines for such a program, the President of M.D.E.S.P. appoint a committee of three members to work with representatives of the other agencies involved and this committee be empowered to contact other agencies in an effort to expedite the implementation of this study."

The formal program at the workshops consisted of the presentations of the following topics and is summarized in various sections of this report.

<u>Topic</u>	<u>Presenter</u>
"The Status of Elementary Counseling and Guidance Programs"	Counselor-Educator
"The Elementary School Counselor Views the Counseling and Guidance Program"	Elementary School Counselor
"The Parent Views the Guidance Responsibilities of the Home and School"	Parent

Finally, the workshop participants completed the Elementary Guidance Opinionnaire and their perceptions of the role of the elementary school counselor are included in the last section of this report. The participants met in small groups with a consultant for the purpose of determining those items on the questionnaire that best described the role of the elementary school counselor. Some groups could not reach agreement on various items or did not have sufficient time to complete the questionnaire.

A total of 327 persons including counselors, administrators, teachers, personnel workers, counselor-educators, county superintendents, graduate students and parents attended the four workshops.

II. SUMMARY OF WORKSHOP TOPICS

A. Status of Elementary Counseling and Guidance Programs

Montana

Programs of counseling and guidance in Montana's elementary schools emerged during the 1964-1965 school year. Since that time, the number of programs and counselors have increased as indicated in Table I.

Number of Elementary
Counseling and Guidance Programs and Counselors
by School Year

<u>Year</u>	<u>Number of Programs</u>	<u>Number of Counselors</u>
1964-1965	3	3
1965-1966	15	15
1966-1967	12	15
1967-1968	14	17
1968-1969	18	24

Nationally

One of the most recent surveys of elementary school counselors was conducted by William Van Hoose and Catherine Vafakas and reported in the February, 1968, "Personnel and Guidance Journal". The study revealed that a total of 3,837 counselors are now serving elementary schools, (grades K-6) in 48 states and the District of Columbia. Table II shows the number and per cent of elementary counselors by geographic regions.

Number and Per Cent of Elementary School
Counselors by Geographic Region

<u>Geographic Region</u>	<u>Elementary Counselors</u>	
	<u>N</u>	<u>%</u>
New England	484	13
Mideast	948	25
Southeast	708	18
Great Lakes	367	10
Plains	277	7
Southwest	439	11
Rocky Mountain	86	2
Far West	528	14
TOTAL	<u>3,837</u>	<u>100</u>

Of the 3,837 counselors, 73 per cent are employed full time, 18 per cent serve half time or more, (but not full time) as counselors, and the remainder devote 25-40 per cent of their time to elementary school guidance. Approximately 75 per cent of the part-time counselors also teach at the elementary level; 12 per cent spend some time in secondary school counseling, 7 per cent are counselor-administrators, 4 per cent are counselor-psychologists and approximately 2 per cent serve both as counselors and social workers.

In the same survey, it was reported that the majority of elementary school counselors, 67 per cent have held prior positions as elementary teachers. A small percentage, 7 per cent came from the ranks of secondary teaching, but only 2 per cent are former secondary counselors. The remaining number transferred from other fields in education, including special education, educational psychology, and social work.

B. The Elementary School Counselor Views the Guidance Program

The elementary school counselors reporting on their programs generally felt that the services they were providing were consistent with the ACES-ASCA statement on the Role and Function of the Elementary School Counselor. This publication and additional ones were distributed to those attending the workshops.

C. The Parent Views the Guidance Responsibilities of the Home and School

Parents speaking on this topic generally agreed that programs of guidance, counseling and testing should begin in the elementary school. The program should include provision for individual consultation and group conferences with parents. In general, parents felt that they could contribute to the guidance of children by performing such functions as:

1. providing a home environment which fosters a sense of security and encourages wholesome growth and development.
2. understanding individual differences as the children grow and develop.

Parents are in a better position than anyone else to know their children. It is important that parents understand and accept the abilities, interest, attitudes, and feelings of their children. They gain this information primarily by observing the children as they grow up in the family. Parents improve their understandings of the normal growth and behavior patterns of children and youth through participating actively in parent-teacher meetings, attending child study groups, studying professional literature, and viewing educational films and television programs.

3. helping counselors and teachers improve their understanding of the student.

Parent-counselor and parent-teacher conferences afford an opportunity for parents to help the school understand the child while they themselves gain insight concerning the child's life at school.

4. relieving their children of undue pressures by helping them make educational, vocational and personal plans in keeping with their abilities and limitations.
5. understanding, using and evaluating guidance services offered.

In addition to a well staffed counseling and guidance program in the elementary school, most parents agreed that a pupil personnel services team is urgently needed.

III. RESPONSES BY WORKSHOP PARTICIPANTS TO THE ELEMENTARY GUIDANCE OPINIONNAIRE

A. Purpose of the Opinionnaire

The Elementary Guidance Opinionnaire was used to help workshop participants identify some of the guidance responsibilities of

the elementary school and particularly those duties of the elementary school counselor. Each participant was given an Opinionnaire consisting of 95 items and instructed to complete the Opinionnaire on the basis of whether the item was perceived as a function of the elementary school teachers, counselor, principal, or special personnel.

Following this activity the participants functioned in small groups to determine which of the items were the responsibility of the elementary school counselor.

B. Summary

The 95 items of the Opinionnaire are grouped for purposes of analysis into 11 categories. These categories and the items assigned to each are as follows:

1. Orientation services (items 1-8)
2. Appraisal services (items 10-16, 18-20)
3. Group testing (items 21-36, 38)
4. Records (items 39-43)
5. Informational services (items 45-52)
6. Planning services (items 53-56)
7. Referral services (items 57-63)
8. Adjustment services (items 65-74, 76, 78)
9. Services to parents (items 86-93)
10. Services to staff (items 9, 17, 37, 44, 64, 75, 79-85)
11. Evaluation and research (items 94, 95)

Listed below each category are those items reported by at least 50% or more of the workshop participants as an "Activity for which the Elementary Counselor has primary responsibility". The remainder of the items are included under the heading "Activities for which specialized personnel should have primary responsibility".

1. ORIENTATION SERVICES (items 1-8)

Activities for which the elementary counselor should have primary responsibility:

1. At the beginning of the year have an individual conference with each child new to the school.
2. Have an individual conference with each new child transferring into the school during the year.
4. In the spring, prepare pupils for the next higher grade of school by group discussion and visits.

Activities for which other specialized personnel should have primary responsibility:

3. Take pupils new to the school on a tour of the school plant.

5. In the fall, conduct class discussions on school purposes, rules, facilities and staff members.
 6. Arrange get-acquainted activities for pupils.
 7. Meet with parent groups to acquaint them with the various aspects of the school program.
 8. Plan and coordinate the school orientation program.
2. APPRAISAL SERVICES (items 10-16, 18-20)

Activities for which the elementary counselor should have primary responsibility:

10. Conduct case studies of pupils presenting special learning or adjustment problems.
11. Administer sociometric inventories to get additional peer adjustment information.
12. Summarize and interpret the sociogram results and develop plans to facilitate peer adjustment.
13. Discuss the sociometric findings with the class in general terms without identifying any child.
14. Provide individual conferences for those children who wish to discuss the sociometric results and peer relationships.
16. Periodically make observations and write anecdotal records on pupils selected for study.
18. Visit the home of pupils presenting special problems.

Activities for which other specialized personnel should have primary responsibility:

15. Administer personal data blanks, autobiographies, or completion sentences as student appraisal devices.
 19. Make a visit to each child's home once during the year to better understand his total environment.
 20. Involve pupils in self-appraisal activities so they may better know their own strong and weak points.
3. GROUP TESTING (items 21-36, 38)

Activities for which the elementary counselor should have primary responsibility:

21. Administer school ability tests (I.Q.)

22. Score school ability tests.
23. Discuss with the class the meaning of school ability test results.
24. Interpret to each individual pupil his school ability test results.
25. Discuss with groups of parents the meaning of school ability test results.
26. Interpret to individual parents their child's school ability test results.
28. Score achievement tests.
30. Interpret to each individual pupil his achievement test results.
31. Discuss with groups of parents the meaning of achievement test results.
32. Interpret to individual parents their child's achievement test results.
33. Analyzing the instructional implications of the ability and achievement test results.
35. Use the group test results for diagnostic purposes (identifying pupils who are not working up to ability, ones who may need enrichment or special help, ones who cannot do grade level work).
36. Coordinate and plan the school's testing program.
38. When needed, test new pupils transferring to the school to obtain adequate ability and achievement test results.

Activities for which other specialized personnel should have primary responsibility:

27. Administer achievement tests.
29. Discuss with the class the meaning of achievement test results.
34. Record the test results in the cumulative folder.

4. RECORDS (items 39-43)

Activities for which the elementary counselor should have primary responsibility:

40. Analyze cumulative record information to better understand the child.

41. Discuss with the class the purposes and contents of cumulative records.
42. Discuss individually with a child the contents of his cumulative record, excluding material which is confidential.
43. Discuss with parents their child's cumulative record, excluding confidential material.

Activities for which other specialized personnel should have primary responsibility:

39. Keep each pupil's cumulative record up to date.

5. INFORMATIONAL SERVICES (items 45-52)

Activities for which the elementary counselor should have primary responsibility:

45. Evaluate instructional materials regarding the picture they give children concerning the world of work.
46. Find supplementary reading materials and films which will broaden children's perspective of the world of work.
52. Obtain and show guidance films and discuss them with the class.

Activities for which other specialized personnel should have primary responsibility:

47. Help children develop the attitude that all honest occupations are worthy of respect.
48. Plan activities (discussions, field trips) to stimulate interest in the world of work.
49. Develop and teach a unit on the world of work.
50. Teach children methods for effective studying.
51. Develop and teach a unit on how to study.

6. PLANNING SERVICES (items 53-56)

Activities for which the elementary counselor should have primary responsibility:

53. Discuss with class groups their future educational plans.
54. Discuss with class groups their future vocational plans.

55. Develop a self-appraisal unit which pupils could complete prior to talking about their future goals.
56. Provide individual conferences in which pupils might discuss their future goals and plans.

7. REFERRAL SERVICES (items 57-63)

Activities for which the elementary counselor should have primary responsibility:

59. Identify and refer children to the school psychologist.
60. Identify and refer children for psychiatric help.
61. Identify and refer children to community agencies.
62. Recommend children to be screened for special classes for the gifted or slow learners.
63. Screen children for special classes by individual testing (Stanford-Binet).

Activities for which other specialized personnel should have primary responsibility:

57. Identify and refer children to the school nurse.
58. Identify and refer children to the speech therapist.

8. ADJUSTMENT SERVICES (items 65-74, 76, 78)

Activities for which the elementary counselor should have primary responsibility:

67. Have an individual conference with each child who is not achieving well in school.
68. Meet regularly with small groups of children who present attendance, behavior or learning problems.
70. Schedule and conduct class sessions in which the children may express their feelings about matters concerning them.
71. Conduct group dynamics sessions so that children may better understand the way groups operate and their own role in groups.
72. Plan sessions to help the children to better understand and cope with their emotions.
73. Schedule individual conferences for all children in which they may discuss matters of concern or interest to them.

76. Provide individual counseling on a continuing basis for those children presenting learning or adjustment difficulties.
78. Do diagnostic work with children presenting problems.

Activities for which other specialized personnel should have primary responsibility:

65. Help children who are not doing well to develop effective subject matter skills.
 66. Provide remedial help for children who have fallen behind in reading or mathematics.
 69. Develop and teach units on social and emotional adjustment.
 74. Develop a mental health unit in which children discuss or write about their fears, their angers and their problems.
9. SERVICES TO PARENTS (items 86-93)

Activities for which the elementary counselor should have primary responsibility:

87. Conduct parent conferences to discuss the academic progress and adjustment of the child in school.
89. Conduct parent conferences to discuss the child who exhibits social or emotional problems in school.
90. Conduct parent conferences to discuss the home or family problem which is affecting the child's school adjustment.
91. Conduct parent conferences to discuss a child's needing help in terms of a special class or agency referral.
92. Provide counseling for parents who wish it if the family problem is affecting the child's school adjustment.
93. Meet with small groups of parents on a regular basis when they have children with similar problems and the parents wish help.

Activities for which other specialized personnel should have primary responsibility:

86. Conduct parent conferences to better acquaint them with the school and to develop a good home-school relationship.
88. Conduct parent conferences to discuss the child who is having academic difficulty.

10. SERVICES TO STAFF (items 9, 17, 37, 44, 64, 75, 79-85)

Activities for which the elementary counselor should have primary responsibility:

17. Conduct an in-service education program for the staff in the area of pupil appraisal.
37. Conduct in-service education for staff regarding the standardized testing program.
44. Conduct in-service education for staff regarding the effective use of school records.
64. Discuss referral sources and procedures with the staff.
75. Conduct an in-service education program for staff members regarding mental health in the classroom.
80. Obtain guidance materials and films for the teacher.
81. Assist the teacher in the appraisal of pupils.
82. Provide counseling for teachers who have problems.
83. Help the teacher cope with children who present learning or adjustment problems.

Activities for which other specialized personnel should have primary responsibility:

9. Provide in-service education for staff regarding orientation services.
79. Provide the teacher with suggestions for more effective teaching techniques.
84. Make recommendations for curriculum change.
85. Conduct group sessions in which staff members may discuss their concerns.

11. EVALUATION AND RESEARCH (items 94, 95)

Activities for which the elementary counselor should have primary responsibility:

95. Conduct research regarding guidance services.

Activities for which other specialized personnel should have
primary responsibility:

94. Provide leadership in evaluating guidance services.

This opinionnaire appeared in the publication Functions and Preparation of Elementary School Counselor by Kenneth L. Greene, George E. Hill and Dale F. Nitzschke, Center for Educational Research and Service, College of Education, Ohio University, Athens, Ohio 45701. Permission to reprint this material was obtained from the authors.

